

Below outlines the learning focus for each term

### Learning Outcomes For Key Stage 1

#### Being me in My world

- increase awareness of self-identity; being part of a class; rights and responsibilities; rewards and consequences, how to work collaboratively
- discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask.
- to know how to listen to each other and how to make their classroom a safe and fair place.

#### Celebrating Differences

- increase awareness of similarities and differences; to explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.
- to understand bullying and knowing how to deal with it; making new friends.
- to share feelings associated with bullying and how and where to get help.
- to know the difference between a one-off incident and bullying
- to understand how each person is special and unique

#### Dreams and Goals

- increase awareness of setting goals; identifying successes and achievements; learning styles; working well and celebrating achievement with a partner; tackling new challenges; identifying and overcoming obstacles.

#### Healthy Me

- increase awareness of keeping myself healthy; healthier lifestyle choices; keeping clean; being safe; medicine safety/keeping safe with household items; road safety; linking health and happiness.

#### Relationships

- increase awareness of belonging to a family; making friends; being a good friend; qualities as a friend; self-acknowledgement; celebrating special relationships.
- recognise caring and respectful, healthy friendships:
- recognize healthy online relationships – that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous

#### Changing Me (Relationships & Sex and Health Education)

- increase awareness of animal and human life cycles; changes since being a baby; differences between male and female bodies (correct terminology); linking growing and learning; coping with change; transition to KS2.

#### Social & Emotional

- Know how to make their class a safe and fair place
- Show good listening skills
- Be able to work co-operatively
- Know how to stand up for themselves when they need to when/if bullied
- Understand that everyone's differences make them special and unique Have a healthy relationship with food

- Desire to make healthy lifestyle choices
- Can say who they would go to for help if worried or scared
- Can say what types of touch they find comfortable/uncomfortable

**Mental well-being**

- to know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- to know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- to know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- be able to confidently ask someone to stop if they are being hurt or frightened
- to understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
<b>Autumn 1 Being Me in My World</b>	<ul style="list-style-type: none"> <li>• To identify some of my hopes and fears for this year.</li> <li>• To recognise the choices I make and understand the consequences.</li> <li>• To know that it is important to listen to other people.</li> <li>• To understand that my own views are valuable.</li> <li>• Understand the rights and responsibilities of class members</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know how to make their class a safe and fair place</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some of my hopes and fears for this year.</li> <li>• I can tell you when I feel worried.</li> <li>• I can tell you who to ask for help.</li> <li>• I can listen to other people and contribute my own ideas about rights and responsibilities.</li> <li>• I can work with a group to talk about responsibilities.</li> <li>• I can listen to other people and contribute my own ideas about rewards and consequences.</li> <li>• I can recognise the choices I make and understand the consequences.</li> <li>• I can recognise that consequences should be proportionate to the behaviours.</li> <li>• I can identify my successes and achievements and know how this makes me feel (proud).</li> <li>• I can tell you some of my strengths as a learner.</li> </ul>	School Council Elections Police Visit Road Safety Music

<p><b>Autumn 2</b> <b>Celebrating Differences</b></p>	<ul style="list-style-type: none"> <li>• To start to understand that sometimes people make assumptions about boys and girls (stereotypes).</li> <li>• To understand that bullying is sometimes about difference.</li> <li>• To recognise what is right and what is wrong and know how to look after myself and make new friends.</li> <li>• To know that sometimes people get bullied because of differences.</li> <li>• To know that friends can be different and still be friends.</li> <li>• Know the difference between a one-off incident and bullying</li> <li>• Explain how being bullied can make someone feel</li> <li>• Understand that everyone’s differences make them special and unique</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you about why people make assumptions.</li> <li>• I can tell you why I feel good about myself.</li> <li>• I can talk about different stereotypes people make about boys and girls and how boys and girls are similar or different.</li> <li>• I can tell you why being different is good.</li> <li>• I can sing a song with my friends.</li> <li>• I can tell you about different types of bullying.</li> <li>• I can act out a scene with my peers to show how bullying happens.</li> <li>• I can recognise conflict and I know how to deal with it.</li> <li>• I can tell you who to ask for help.</li> <li>• I can talk about the qualities of a friend.</li> </ul>	<p>English – Drama - Creating and recording a role-play focusing on problem-solving a bullying situation.</p> <p>Music</p>
<p><b>Spring 1</b> <b>Dream &amp; Goals</b></p>	<ul style="list-style-type: none"> <li>• To persevere even when finding tasks difficult.</li> <li>• To know that it is important to persevere.</li> <li>• To know how to recognise what working together well looks like.</li> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Be able to work as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you what my goal is and how I intend to achieve it.</li> <li>• I can write about my successes and achievements.</li> <li>• I can tell you some of my strengths as a learner.</li> <li>• I can persevere and problem-solve in order to achieve my goals.</li> <li>• I can explain some of the ways I worked cooperatively in my group to create the end product.</li> <li>• I can work with other people to solve problems.</li> <li>• I can identify my successes and achievements and know how his makes me feel (proud).</li> </ul>	<p>Music</p>
<p><b>Spring 2</b> <b>Healthy Me</b></p>	<ul style="list-style-type: none"> <li>• To know which foods I need to eat to give my body energy.</li> <li>• To know why healthy snacks are good for my body.</li> <li>• To recognise feelings that make us feel relaxed or stressed.</li> <li>• I understand how medicine works in my body and how to use it safely.</li> <li>• Know what their body needs to stay healthy</li> <li>• Know some healthy lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you what keeps my body healthy.</li> <li>• I can tell you about the benefits of choosing a healthy lifestyle.</li> <li>• I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> <li>• I can tell you when a feeling is weak and when a feeling is strong.</li> <li>• I can tell you about the importance of using medicine safely.</li> </ul>	<p>Science – Anatomy / Healthy living / Well-being</p> <p>Music</p>

		<ul style="list-style-type: none"> <li>• I can work in a group to group medicines using different criteria.</li> <li>• I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>• I can decide which foods to eat to give my body energy.</li> <li>• I can tell you which foods are most nutritious for my body.</li> <li>• I can design and make my own Eat Well plate.</li> </ul>	
<p><b>Summer 1 Relationships</b></p>	<ul style="list-style-type: none"> <li>• To identify the different members of my family, to understand my relationship with each of them.</li> <li>• To identify some of the things that cause conflict with my friends.</li> <li>• To express my appreciation for the people in my special relationships.</li> <li>• To know how to stay stop if someone is hurting them</li> <li>• To know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>• Know what trust is</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>• I can identify forms of physical contact within a family.</li> <li>• I can talk about which types of physical contact I like and don't like.</li> <li>• I can identify some of the things that cause conflict between me and my friends.</li> <li>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> <li>• I can tell you who I can express my appreciation for the people in my special relationships.</li> <li>• I can tell you how it feels to trust someone.</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> </ul>	<p><b>Music</b></p>

<p><b>Summer 2 Changing Me</b></p>	<ul style="list-style-type: none"> <li>• To recognise cycles of life in nature.</li> <li>• To know about the natural process of growing from young to old and recognise how my body has changed since I was a baby.</li> <li>• To know there are different types of touch and that some are acceptable and some are unacceptable.</li> <li>• To know that private body parts are special and that no one has the right to hurt these.</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise cycles of life in nature.</li> <li>• I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>• I can talk about some of the changes I notice as I get older.</li> <li>• I can create a timeline to show the changes that go along with getting bigger.</li> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>• I can tell you what I like/don't like about being a boy/ girl.</li> <li>• I can distinguish between different types of touch and I can tell you which ones I like and don't like.</li> <li>• I can say who they would go to for help if worried or scared</li> <li>• I can identify what I am looking forward to when I am in Year 3.</li> </ul>	<p><b>Science – Anatomy / Well-being</b></p> <p><b>Music</b></p>
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**Ambition / Intent:**

At Camrose Primary School, it is our intent that all pupils will be 'lifelong learners' with the confidence and ability to develop their skills and understanding playing a positive and successful role within our society, both as a child and as an adult within the future. We offer a nurturing and inclusive learning environment in which each child is encouraged to develop their full potential and where their individual achievements and successes are celebrated and rewarded. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Relationships and sex education is a key part of this, as is learning about physical, mental and emotional health.

At Camrose Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

**Design / Implementation:**

We believe **mindfulness** is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

In Jigsaw PSHE, mindfulness is developed through lessons, breathing techniques, awareness exercises, visualisations, music, etc, all very enjoyable activities for children and teachers alike. Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift! Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons which are adapted throughout for the needs of particular year groups and pupils. The curriculum for PSHE focuses on different areas each term and these are embedded throughout all lessons and the whole school day with everyone supporting and encouraging the pupils they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of PSHE and Jigsaw within school are to provide pupils with:

- accurate and relevant knowledge
- opportunities to create personal understanding and develop themselves as learners
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.
- to develop their resilience as learners being able to verbalise how they learn best.

Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experience of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen. In addition to our PSHE Jigsaw curriculum, the school offers additional strands to the PSHE curriculum through: E-safety, Healthy Schools, School Council, Squad 19 and Jigsaw Ambassadors.

**Impact:**

At Camrose, we continuously assess the implementation and impact of our Jigsaw lessons so that we provide the support that is necessary for all pupils to achieve whether that be in class or with additional identified support. Through our PSHE education, we believe we can enhance pupils' education and help them to become caring, respectful, resilient and confident individuals. Teachers will use multiple methods to evaluate the impact of their teaching on pupils learning, to ensure that pupils make progress.

The range of measures used include:

- Continuous assessment from teachers during individual lessons, to adapt and plan for necessary changes within the scheme based on individual needs.
- Pupil voice surveys are used to assess knowledge of themselves as learners and be emotionally confident within the school.
- Circle times, class assemblies and whole school worship allow opportunities to address needs as they arise
- Book looks and learning walks are used to gain a holistic understanding of the whole child's learning including pride in their work, self-confidence, as well as their

ability to explain their learning.